

Gordon Elementary

926 Perry Avenue
Dillon, S. C. 29536

Grades	4-6 Elementary School	
Enrollment	843 Students	
Principal	J. B. Greene-Richardson	843-774-1227
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	29	84	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

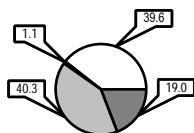
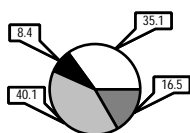
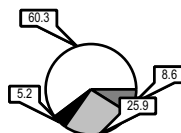
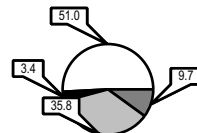
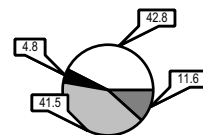
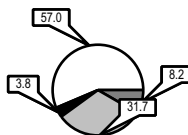
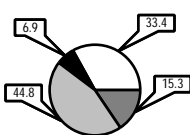
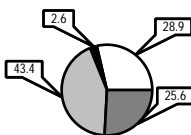
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	827	97.1	39.1	40.4	19.1	1.4	30.4	No	Yes
Gender									
Male	429	95.8	44.2	41.7	13.1	1.0	23.4	N/A	N/A
Female	398	98.5	33.6	38.9	25.6	1.9	37.9	N/A	N/A
Racial/Ethnic Group									
White	200	97.5	29.0	37.1	30.6	3.2	44.1	Yes	Yes
African American	574	97.6	42.0	41.4	15.7	0.9	26.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	90.9	33.3	55.6	11.1	0.0	33.3	I/S	I/S
American Indian/Alaskan	29	89.7	50.0	33.3	16.7	0.0	25.0	I/S	I/S
Disability Status									
Not Disabled	746	99.1	37.8	41.0	19.9	1.3	31.6	N/A	N/A
Disabled	81	79.0	54.1	32.8	9.8	3.3	16.4	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	827	97.1	39.1	40.4	19.1	1.4	30.4	N/A	N/A
English Proficiency									
Limited English Proficient	22	90.9	33.3	55.6	11.1	0.0	33.3	I/S	I/S
Non-Limited English Proficient	805	97.3	39.2	40.0	19.3	1.5	30.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	719	96.8	42.6	40.8	15.5	1.0	26.8	No	Yes
Full-pay meals	108	99.1	15.7	37.3	43.1	3.9	53.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	827	97.5	34.1	40.6	16.8	8.5	36.7	Yes	Yes
Gender									
Male	429	96.0	34.3	44.9	13.8	7.0	31.3	N/A	N/A
Female	398	99.0	34.0	36.1	19.9	10.1	42.4	N/A	N/A
Racial/Ethnic Group									
White	200	98.0	19.8	43.9	18.7	17.6	49.2	Yes	Yes
African American	574	97.6	39.0	39.0	16.4	5.5	32.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	30.0	50.0	10.0	10.0	35.0	I/S	I/S
American Indian/Alaskan	29	89.7	37.5	41.7	16.7	4.2	33.3	I/S	I/S
Disability Status									
Not Disabled	746	99.3	32.5	40.9	17.8	8.8	38.5	N/A	N/A
Disabled	81	80.2	53.2	37.1	4.8	4.8	16.1	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	827	97.5	34.1	40.6	16.8	8.5	36.7	N/A	N/A
English Proficiency									
Limited English Proficient	22	100.0	30.0	50.0	10.0	10.0	35.0	I/S	I/S
Non-Limited English Proficient	805	97.4	34.3	40.3	16.9	8.5	36.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	719	97.2	38.1	39.8	16.2	5.9	33.4	Yes	Yes
Full-pay meals	108	99.1	7.8	46.1	20.6	25.5	58.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	827	97.1	59.7	26.2	8.8	5.2	14.0
Gender							
Male	429	95.8	60.8	26.6	7.9	4.7	12.6
Female	398	98.5	58.6	25.9	9.8	5.8	15.6
Racial/Ethnic Group							
White	200	97.5	39.4	34.0	14.9	11.7	26.6
African American	574	97.4	66.5	23.6	6.7	3.1	9.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	47.4	31.6	15.8	5.3	21.1
American Indian/Alaskan	29	89.7	69.2	23.1	3.8	3.8	7.7
Disability Status							
Not Disabled	746	98.9	58.3	27.2	9.1	5.3	14.5
Disabled	81	80.2	74.0	16.4	5.5	4.1	9.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	827	97.1	59.7	26.2	8.8	5.2	14.0
English Proficiency							
Limited English Proficient	22	95.5	47.4	31.6	15.8	5.3	21.1
Non-Limited English Proficient	805	97.1	60.1	26.1	8.6	5.2	13.8
Socio-Economic Status							
Subsidized meals	719	96.8	64.0	25.0	7.3	3.7	11.0
Full-pay meals	108	99.1	31.4	34.3	18.6	15.7	34.3

Social Studies							
All Students	827	97.0	50.5	36.3	9.8	3.4	13.2
Gender							
Male	429	95.8	51.5	35.3	9.6	3.7	13.2
Female	398	98.2	49.5	37.3	10.1	3.2	13.2
Racial/Ethnic Group							
White	200	97.5	34.6	46.8	12.2	6.4	18.6
African American	574	97.4	55.6	33.3	8.5	2.5	11.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	52.6	26.3	21.1	0.0	21.1
American Indian/Alaskan	29	86.2	52.0	32.0	12.0	4.0	16.0
Disability Status							
Not Disabled	746	98.8	48.5	37.4	10.4	3.7	14.1
Disabled	81	80.2	69.3	25.3	4.0	1.3	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	827	97.0	50.5	36.3	9.8	3.4	13.2
English Proficiency							
Limited English Proficient	22	95.5	52.6	26.3	21.1	0.0	21.1
Non-Limited English Proficient	805	97.0	50.5	36.5	9.5	3.5	13.0
Socio-Economic Status							
Subsidized meals	719	96.7	54.5	34.1	8.9	2.5	11.4
Full-pay meals	108	99.1	23.5	51.0	15.7	9.8	25.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	35.2	39.3	23.3	2.2	25.6
	5	262	98.9	42.4	37.6	18.4	1.6	20.0
	6	258	99.2	54.7	31.7	12.3	1.2	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	275	97.5	31.4	44.8	23.0	0.8	23.8
	5	284	96.8	37.1	40.4	20.2	2.2	22.5
	6	268	97.0	49.4	35.5	13.9	1.2	15.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	39.6	34.4	18.5	7.4	25.9
	5	262	99.6	37.7	34.8	15.0	12.6	27.5
	6	258	99.6	38.5	42.2	14.3	4.9	19.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	275	97.5	36.4	37.5	18.0	8.0	26.1
	5	284	97.9	36.7	39.3	15.2	8.9	24.1
	6	268	97.0	29.0	45.3	17.1	8.6	25.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	52.6	22.6	13.0	11.9	24.8
	5	262	99.6	61.5	23.9	6.5	8.1	14.6
	6	258	99.6	64.8	23.4	6.1	5.7	11.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	275	97.5	56.4	27.4	12.0	4.1	16.2
	5	284	97.2	57.5	26.0	9.2	7.3	16.5
	6	268	96.6	65.9	25.2	4.9	4.1	8.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	28.9	42.2	17.4	11.5	28.9
	5	262	99.6	56.3	31.2	9.3	3.2	12.6
	6	258	99.2	72.4	19.8	4.1	3.7	7.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	275	97.5	44.9	29.6	18.0	7.5	25.5
	5	284	96.5	53.5	39.5	5.2	1.8	7.0
	6	268	97.0	53.2	39.9	6.0	0.8	6.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 843)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.7%	Down from 3.8%	3.9%	2.8%
Attendance rate	95.5%	Up from 95.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Down from 2.9%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Down from 2.9%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Down from 7.2%	5.1%	10.4%
On academic plans	50.0%	N/AV	46.5%	33.6%
On academic probation	0.0%	N/AV	1.6%	1.0%
With disabilities other than speech	6.7%	Down from 9.5%	7.2%	7.5%
Older than usual for grade	5.2%	Up from 5.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Up from 34.8%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.8%	2.4%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 91.9%	85.2%	87.3%
Teacher attendance rate	92.7%	No change	94.8%	94.9%
Average teacher salary	\$40,405	Up 2.2%	\$41,467	\$42,485
Prof. development days/teacher	13.2 days	Up from 11.4 days	13.5 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.5 to 1	16.9 to 1	18.6 to 1
Prime instructional time	87.1%	Up from 86.6%	88.9%	89.7%
Dollars spent per pupil*	\$4,997	Up 7.8%	\$7,147	\$6,557
Percent of expenditures for teacher salaries*	65.0%	Down from 68.7%	61.9%	64.0%
Percent of expenditures for instruction*	67.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Up from 86.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gordon Elementary School (GEMS), housed 834 students in grades four through six during the 2005-2006 school year. Our entire GEMS school family has worked diligently, and given and accomplished much.

Students, faculty, and staff have been involved in exciting projects that have stimulated academic growth and laid the groundwork for positive character development.

The major academic focus during the year was the teaching of the South Carolina Academic Standards at all grade levels. We encouraged the integration of technology into all subject areas and are proud of the progress we have made.

Our parents are encouraged to visit our school and conference regularly with teachers. Parent PACT Workshops (SLAM) are held to provide our parents with orientation to the State Standards and our instructional programs, as well as to share other parenting information.

Expectations still remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process.

Together we are building our students' futures. The staff will work together to meet the total needs of all children by taking responsibility for developing the children of today to become our leaders of tomorrow.

Ms. J. B. Greene-Richardson, Principal
Sophie Gause, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	237	125
Percent satisfied with learning environment	65.9%	73.2%	68.9%
Percent satisfied with social and physical environment	40.9%	64.1%	54.1%
Percent satisfied with school-home relations	18.2%	78.4%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.